

## Inquiring Minds

### Lesson Preparation

Daily Lesson 16	WRITING	
	TEKS	Ongoing TEKS
	E1.23B,E	E1.13B
<b>Key Understandings and Guiding Questions</b>	<ul style="list-style-type: none"> <li>Authors communicate information from different sources to represent multiple perspectives on a topic.</li> </ul> <p>—Why is it important to share information from multiple perspectives?</p>	
<b>Vocabulary of Instruction</b>	<ul style="list-style-type: none"> <li>Parenthetical citation</li> <li>Style manual</li> </ul>	
<b>Materials</b>	<ul style="list-style-type: none"> <li>Writer's Notebook (1 per student)</li> <li>Research Materials</li> <li>Sample research reports from Daily Lesson 14</li> <li>MLA Handbook (optional)</li> <li>Chart paper (if applicable)</li> </ul>	
<b>Attachments and Resources</b>		
<b>Advance Preparation</b>	<ol style="list-style-type: none"> <li>Prepare to display visuals as appropriate.</li> <li>Students may need access to MLA Handbook (or other preferred style manual). Prepare accordingly.</li> <li>Students will need their completed Handout: <b>Organizing Your Research</b> from Daily Lesson 15.</li> </ol>	
<b>Background Information</b>	This Instructional Routine partially assesses Performance Indicator: <i>"Refer to a teacher-provided rubric or checklist to write and refine a documented report that analyzes multiple perspectives on a social or cultural issue and clearly states a point a view. In a small group, present report."</i>	
<b>Teacher Notes</b>		

## Instructional Routines

Daily Lesson 16	WRITING
<b>Duration and Objective</b>	<p>Suggested Duration: 50-60 min.</p> <p><u>Content Objective</u>: Students use a style manual to incorporate and document sources in a research report.</p>
<b>Mini Lesson</b>	<ol style="list-style-type: none"> <li>1. Remind students that all ideas and words from their sources must be cited in order to avoid plagiarism and, in the worst case, legal issues.</li> <li>2. Explain that students will use the MLA format (or other teacher-selected format) to document their sources within the context of their papers.</li> <li>3. Display a sample page from a research report with several parenthetical citations.</li> <li>4. As a class, discuss how parenthetical citations allow for quick references to the Works Cited page (annotated bibliography) and that they contain the author's last name, or a book or article title and the page number on which the information is located.</li> <li>5. Ask: <b>What are some differences you see between these examples?</b> Discuss responses and guide students to understanding that when an author is mentioned in the sentence, only the page number is given in parenthesis; or if there is no author, only the title or a word from the title is in parenthesis.</li> <li>6. Remind students to refer to the MLA (or other teacher-selected format) style manual for other examples.</li> </ol>
<b>Learning Applications</b>	<ol style="list-style-type: none"> <li>1. Students use completed outlines, Handout: <b>Organizing Your Research</b> and research notes to begin drafting their reports.</li> <li>2. Confer with individuals and small groups as needed.</li> </ol>
<b>Closure</b>	<ol style="list-style-type: none"> <li>1. Ask: <b>Why is it important to accurately cite information used in a research report?</b> Discuss responses.</li> </ol>